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ABSTRACT

This manual is one of seven publications designed to implement the Home-Oriented Preschool Education (HOPE) Program, which uses televised, mobile classroom, and parent instruction to educate 3-, 4-, and 5-year olds. It describes (1) responsibilities of the program materials production team; (2) responsibilities of the field team which operates the program at the local level; (3) qualifications and position of field director; (4) equipment needed to set up a HOPE program; (5) general principles for curriculum planning, and (6) offers suggestions for the field director in recruiting and selecting staff and in conducting staff orientation and pretraining. The communication-quality control system which provides the materials production team with a basis for making program decisions is also described. Appendices include mobile classroom specifications and floor plans, and a list of the HOPE development staff. Use of the other HOPE publications is emphasized. (SET)

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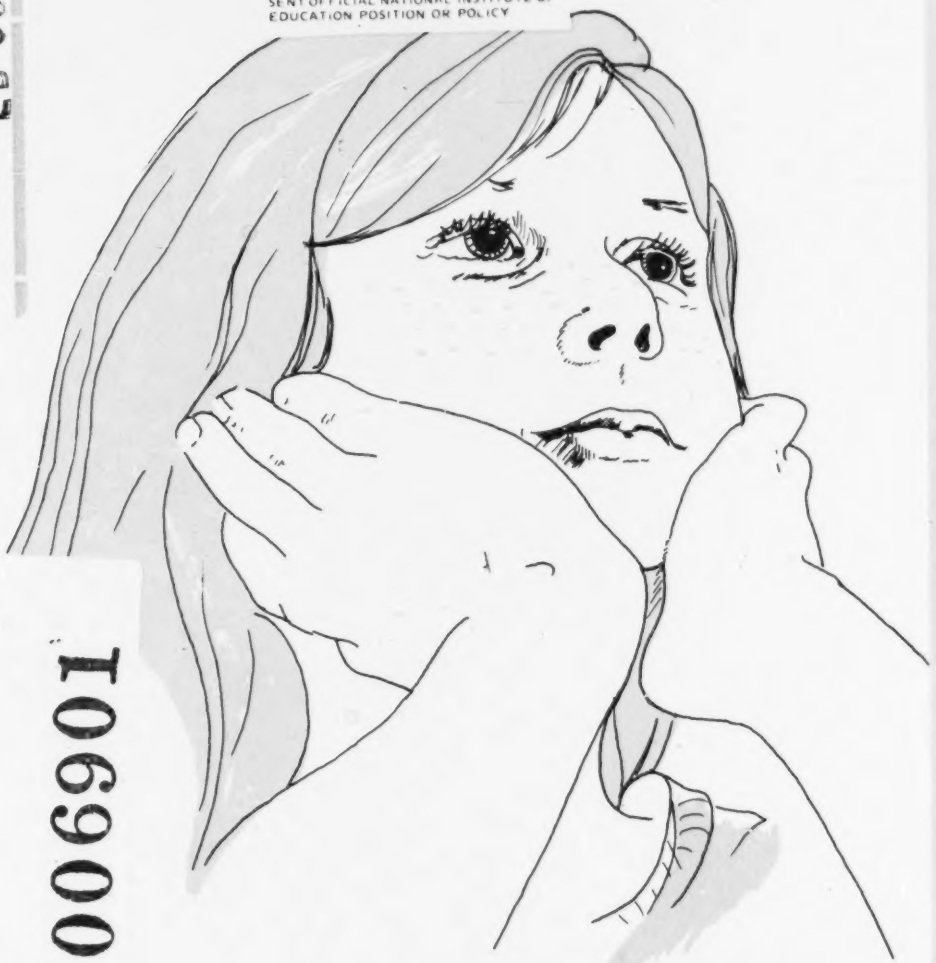

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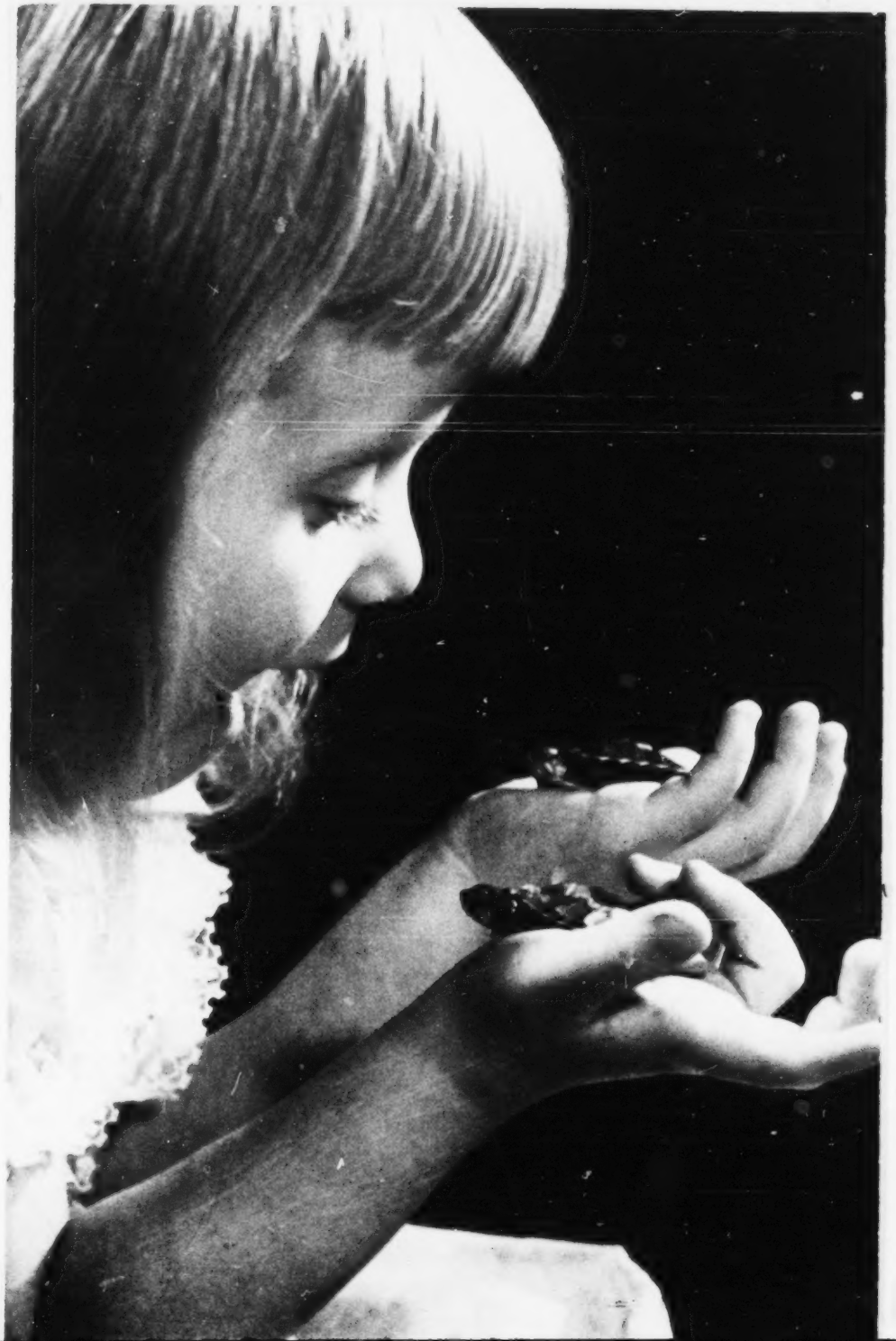

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Home-Oriented Preschool Education

Field Director's Manual

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Foreword

The Field Director's Manual has been developed specifically for the person entrusted with setting up and operating a Home-Oriented Preschool Education (HOPE) Program. This document contains a brief program description, team organization description, and outlines of preparation and operation activities. However, given the extensive knowledge a field director must have, this manual must be considered only one part of the total HOPE package.

This is one of seven publications prepared by the Appalachia Educational Laboratory to assist in implementing a Home-Oriented Preschool Education Program according to the findings of the program's three-year field test and one-year operational test in demonstration centers.

The complete set of guides, manuals, and handbooks for use in the HOPE Program includes the

Program Overview and Requirements
Field Director's Manual
Handbook for Mobile Classroom Teachers and Aides
Home Visitor's Handbook
Curriculum Planning Guide
Personnel Training Guide
Materials Preparation Guide

Benjamin E. Carmichael, Director
Appalachia Educational Laboratory

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The Foundations of HOPE

Home-Oriented Preschool Education (HOPE), is a three-part approach to education for 3-, 4-, and 5-year-old children. The program was developed by the Appalachia Educational Laboratory. It includes

- *Televised instruction*--to open young eyes to new experiences, to encourage young children to want to learn, to initiate the basic skill instruction, and to provide parents a first-hand observation of the instruction of their children.

- *Mobile classroom instruction*--to initiate social interaction of children in small groups, to complement televised instruction, and to initiate instruction appropriate for the group setting.

- *Parent instruction*--to promote positive child-parent interaction, to facilitate the use of home instructional materials, and to enable the parent to perform in an effective instructional role.

Televised instruction

Lessons are broadcast five days a week. Each 30-minute lesson is based on research-proven educational principles for the development of children. Still, there is emphasis on appeal to the very young. The lessons are based on specific behavioral objectives which have been precisely defined and utilized in the program's field test.

Each lesson is designed to motivate the preschool child to want to learn, to stimulate his interest, and to initiate learning to be reinforced by related activities in mobile classroom and parent instruction.

Mobile classroom instruction

Once each week the child attends a two-hour session in a mobile classroom stationed near his home. The mobile classroom is driven by the teacher or aide to 10 locations each week, serving a total of 150 children. It is stationed at a central location (church parking lot, school yard, or community center) where parents can bring their children. The mobile classroom teacher and para-professional aide plan each session for 10 to 15 children. Activities are based on the objectives for the total program and are closely correlated with television and parent instruction. They are specifically designed to provide for social learning and the use of a wide variety of learning materials.

The mobile classroom is equipped with a complete audiovisual unit, cooking area, chalk board and bulletin board, cabinet space, bookshelves, a sound-activated colored light system, books, manipulative materials,

records, filmstrips, toys, games, and supplies. It is fully carpeted, electrically heated, and air-conditioned. It contains its own water supply and chemical toilet. The furniture, custom designed for small children, is colorfully decorated and highly durable.

Parent instruction

Once a week, a trained paraprofessional visits the home of each child to deliver the Parents' Guide, activity sheets, books, and other supplies related to the television and mobile classroom instruction. The instructional needs of children and the supportive needs of parents determine the time the home visitor may spend with parents to help them work well with their children. Time is usually spent with both child and parent in activities designed to extend the child's learning.

For every 150 children there are four home visitors; each one visits approximately 30 homes per week.

The HOPE Team

Home-Oriented Preschool Education requires the highest degree of team effort. The HOPE team is responsible for producing, delivering, and using all the materials; guiding parents in providing home instruction; conducting group instruction in mobile classrooms; and maintaining internal communication. This communication must promote efficient performance of all the HOPE staff, continually improve program effectiveness, and maintain quality control in all operations. The total team is divided into the Materials Production Team and the Field Team.

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Materials production team

The Materials Production Team produces all basic program materials, including:

- television lessons
- lesson guides for the mobile classroom teacher and aide

- suggested activities for home visitors
- weekly parent guides
- materials for children to use at home
- feedback and evaluation instruments

As in any staff operation, certain management tasks are required. The management team maintains and administers a Materials Production Center. The center may be part of a commercial or educational television station or a separate center for HOPE only. Center management requirements will vary accordingly and will be discussed in greater detail in the next chapter.

Another management requirement involves coordination with Field Team operation sites. Major coordination functions are

- identifying the sites for Field Team operations and the local contact person
- verifying that the Field Team is established and engaged in sufficient orientation and preparation to conduct the program
- establishing a schedule and means of materials delivery that will meet the needs of the Field Team
- establishing the arrangements for the feedback system from Field Team(s) to Materials Production Team

The fourth major function--the feedback system--represents a continuing management requirement throughout the operational life of the team. Management of the feedback system becomes integrally related to the basic materials production tasks. Assuming that arrangements are established with the Field Team(s) to operate the system, the Materials Production Team must

- identify appropriate information to be collected
- prepare appropriate forms to collect it
- arrange for reporting it to the Materials Production Center
- establish a system to get the data into the materials production cycle of the team

The field coordinator, working in cooperation with the field director and the director of the Materials Production Center, has the major responsibility for these management tasks.

The tasks to be planned and performed by the Materials Production Team include

- coordinating the preparation of all materials
- setting materials production schedules
- establishing procedures to secure supporting talent

- preparing procedures to secure clearance for use of materials not in the public domain--books, recordings, tapes, film segments, etc.--and a record for governing their use.

Other tasks relating to producing specific materials are described in the Materials Preparation Guide.

The Materials Production Center may serve several separate school districts, a cluster of school districts operating as a cooperative to conduct the program, a statewide system, or regional system embracing several states. Whatever the arrangement, it must include provisions for the Field Team to make regular suggestions for improvement to the Materials Production Team.

Field team

The Field Team is responsible for operating the program at the local level. It is composed of all mobile classroom teachers, mobile classroom aides, and home visitors assigned to one field director.

The Field Team can be divided into another level of team operations--the Mobile Classroom-Home Unit Team, which serves 150 children and consists of a mobile classroom teacher and aide and four home visitors. This team will work in a relatively small area with a total of 150 3-, 4-, and 5-year-old children. Parents' and children's reactions and needs can be shared regularly by the group; regular inservice meetings can be held by the team, with

or without the assistance of the field director; and formal and informal communication procedures can be promoted among parents. Effectiveness of the program will depend primarily on the performance of this team, and the teacher is the key member of it. In her professional role, she must assume major leadership of the Mobile Classroom-Home Unit Team.

The mobile classroom teacher and aide provide instruction in two-hour class sessions for groups of approximately fifteen students per class. Together they teach an average of two classes daily (10 sessions per week serving a total of 150 children). Children attend the classes once a week.

The mobile classroom teacher and aide plan and conduct class activities which reinforce, extend, and/or initiate learning related to the total program objectives. Classroom activities are closely related to the television and home instruction, but they have the special purpose of promoting social learning through the use of a wide variety of learning materials.

To coordinate the efforts of the total Field Team and maintain a high degree of team and individual proficiency, the teacher and aide will attend regularly scheduled planning sessions with the home visitors and the field director. (See Handbook for Mobile Classroom Teachers and Aides.)

Each home visitor is assigned a group of 30 to 35 children to visit individually once a week. On each visit she delivers the current Parents' Guide and activity materials for the child. These have been prepared

by the Materials Production Team to extend and reinforce the television and mobile classroom lessons. During her visit she engages the child and parent in activities related to the goals for the total program. At regular intervals, she schedules her home visit so that she can watch the television lesson with the child and parent.

Besides visiting the home and working with parents and children, the home visitor recruits participants and helps schedule and gather information for records and evaluation reports. She is also expected to participate in pretraining, continuing inservice training, and team planning activities, under the leadership of the field director.

Parents of children participating in the program are vital to the instructional process. They view television lessons with the children, participate in activities with the home visitor and the children, help the children adjust to the weekly classroom session, participate with the children in daily follow-up activities, and provide information to improve lessons, materials, and activities. The major function of the home visitor is to provide assistance and support to the parents in their efforts to help their children.

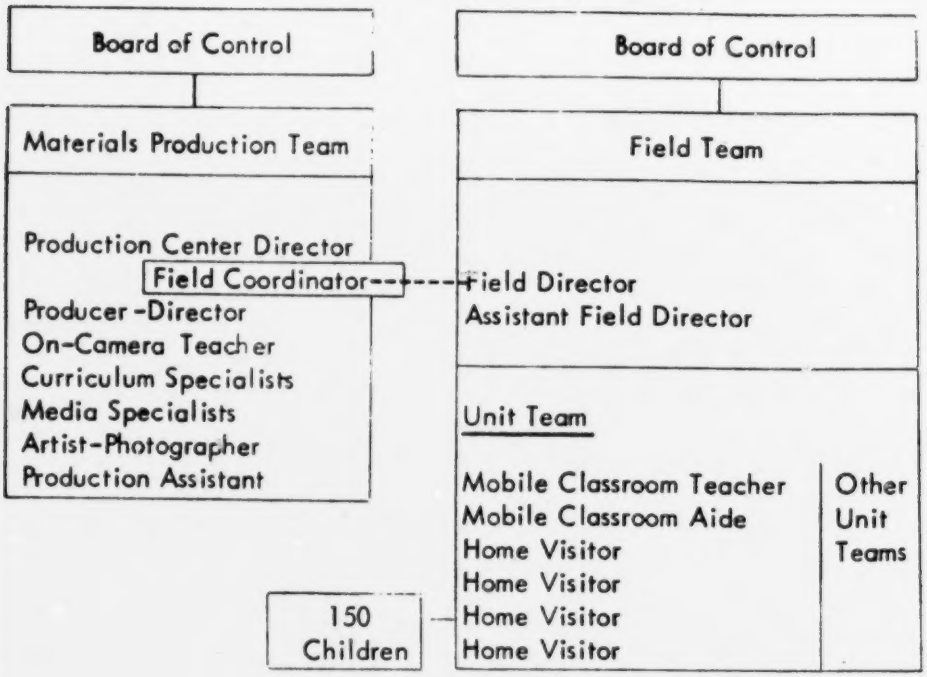
Establishing a HOPE Program

The governing body for HOPE may be a single school district, a group of school districts forming a structure for the sole purpose of conducting this program, or a multi-district structure already existing which assumes governance responsibilities for this program. The governing body representatives from existing educational institutions will decide how to conduct the HOPE Program. The scope of citizen involvement in decision-making and the needs and feasibility study of the geographic area to be served is a local decision. The processes which the local structure uses to select the field director is also a local decision. The HOPE Program provides a demonstrably effective plan for the development of the young child. The quality of decision-making related to staffing, adherence to the program model, etc., will largely determine the effectiveness and impact of the program at the local level. Therefore, the importance of the governing body cannot be overstressed.

This body recruits and selects the field director. In turn, the director reports to the governing body or to its designated representative. For example, a multi-district body may have a director responsible for several programs being conducted across district lines.

In this instance it is likely that the field director for this program would report directly to the governing body's representative. The field director must be responsive to and adhere to the administrative policies and procedures adopted by the governing body. These policies, guidelines, regulations, etc., must be studied thoroughly by the field director to see how they affect this program.

HOPE Program Organization



The field director's qualifications and job description include:

Qualifications The field director should have credentials beyond the master's degree with at least five years of teaching and administrative experience. A background in early childhood education, either training or experience, is desirable.

Job description The field director coordinates the mobile classroom activities with those of the home visitors and supervises their activities. This person (1) administers operations concerning business and finance, the supply and maintenance of equipment and facilities, and records and reports; (2) arranges for in-service training for Field Team members; (3) maintains communications with the Materials Production Center, local school system personnel, and/or the governing body; and (4) arranges for information feedback activities.

In effect, the field director represents the governing body in operating the program. Policies and procedures applied to the program are extensions of this body. These policies and procedures provide a point of departure for total administrative operation. Such established guidelines for operation will lend stability and direction to the establishment of the Home-Oriented Preschool Education Program.

Field director's responsibilities

The purchase of equipment, facilities, and supplies may be handled through the usual procedures of a local school system, but the field director is responsible for providing specifications, determining priorities, and assessing suitability. In some instances the field director

may also be required to do the purchasing. Since this is essentially a one-time activity, it is not included in the job description and will be treated separately here.

Equipment

The mobile classroom will require the most time to acquire. Depending upon type, style, and furnishings desired the mobile classroom will probably fall within the $15,000-$20,000 range. Appendix A of this manual contains some suggested drawings and specifications. These should be considered as minimum requirements. At least six months between issuance of an order and the date of first use is necessary.

In designing the mobile unit, safety factors must be considered. For example, tables and cabinet tops need rounded corners; fire extinguishers must be readily accessible; and there must be two exits. Most state departments of education have a division of school-plant planning staffed by experts who will be happy to assist with this part of the planning. Completed drawings may be submitted to them for review. In some states plans must have these experts' approval. While self contained power plants (generators) are not listed as minimum requirement, serious consideration should be given to this feature. When contrasted with the cost of multiple power pole hookups (approximately $200 each) they do not add appreciably to the cost of a unit and allow for much more flexibility in scheduling.

Specifications should be submitted to several manufacturers for bids. Bidders' questions about the specifications should be anticipated and answered before bids are submitted. If a bidder substitutes an item for

one specified, insist that he describe the item well enough to permit comparison. A delivery date, with penalty for failure to meet this date, should be included in the request for bids. Delivery time may well be a deciding factor between two bids otherwise very much alike.

When a bid is accepted, the bidder and purchaser should meet so that all questions may be resolved prior to the issuance of a purchase order.

Audiovisual equipment for the mobile classroom should be specified in detail (brand, model, etc.) and then incorporated into the overall specifications for the unit. This simplifies purchasing and promotes uniformity among multiple units. (See list, Appendix A.)

Facilities

Necessary facilities may be divided into field office facilities and group session facilities.

Field office requirements will vary according to the number of units (150 children, 4 home visitors, 1 mobile classroom teacher, and 1 aide per unit) to be served. In general, provision should be made for (1) offices for the field director and the secretarial staff, (2) a storage room with shelving for library books and other teaching materials, (3) a large open space for group meetings, inservice training, and materials distribution, and (4) restrooms if not otherwise available. If possible, space for testing children should be provided. The office space should meet the usual requirements for

adequate heating, cooling, ventilation, lighting, and traffic flow.

If one or more mobile classrooms are to be based at and operated from the field office, there is an additional requirement for parking and/or garage space. This space should be enough for the mobile classroom to be well off the street or highway when parked. There should be easy access to or from the street. Power should be available for overnight and weekend heating and cooling. These facilities are required in any event, but they may be dispersed if such an arrangement constitutes a saving of time and travel expense.

Facilities required for group sessions will vary according to the program alternative selected from among those listed in the Program Overview and Requirements.

Where mobile classrooms are used for group sessions, there will be a need for power (if it is not self-contained), parking space, and play space at each location. These safety factors must be considered: access to and from the highway, turning spaces for the mobile classroom and for parents' cars, and hazards near the play space. An unobstructed play space, fifty feet square, should be considered a minimum. Permission to use any area or facility should be secured through proper channels. Informal arrangements should be avoided.

Arrangements for the power supply (if needed) must be made through the local power company. Experience has shown that a minimum of three months should be allowed for making these arrangements. A meter at each location will be required. This may be mounted on a building or on a power company pole if properly located and permission can be secured. Otherwise, it is necessary

to place a pole for the power supply. Approximately $200 should be budgeted for each location.

It is recommended that HOPE be implemented as described in the guides, handbooks, and manuals prepared for the program. However, there are alternatives which can be considered according to school districts' needs, conditions, and preferences. For example, some school districts may not want--or need--to use mobile classrooms. The group experience necessary for social growth and development is provided for in the mobile classroom, and there are distinct advantages to its use. The mobile classroom

- provides the same bright, clean, well-equipped classroom at each session
- can be moved to new locations as populations shift
- is less expensive to purchase than it is to construct the classrooms it replaces

In areas where surplus classroom space is available in appropriate locations, or where suitable rooms can be found, a traveling teacher may be employed. Equipped with the necessary books, materials, art supplies, and audiovisual aids, the teacher can travel from one location to another. A van-type vehicle is required to transport the teacher, aide, and materials. Suitable furniture, heating, lighting, and other physical conditions must be provided at each location; and it must be remembered that valuable time will be lost in this approach since the teacher must set up equipment and re-pack it at the end of each session.

Supplies

The mobile classroom teacher, aide, and home visitor will need certain supplies unique to the HOPE Program, as well as basic supplies common to any classroom operation. The field director is responsible for coordinating the available resources with the needs of the field units and establishing procedures for the units to communicate their needs to his office. Required and suggested supplies are listed in the Home Visitor's Handbook and the Handbook for Mobile Classroom Teachers and Aides.

The HOPE Curriculum

A major duty of the field director is to provide program leadership consistent with HOPE goals and objectives. Therefore, it is essential that the director know the curriculum thoroughly. "Curriculum," as used here, means all the experiences provided to achieve the HOPE objectives.

While the objectives for HOPE vary little from those in traditional preschool education, the curriculum differs significantly in methods of instruction, ways of presentation, and varieties of learning experience.

HOPE's three-part delivery system requires greater team effort, better planning, and more careful coordination than teacher-centered, classroom-oriented instruction.

Curriculum planning for HOPE must take into consideration the capabilities and limitations of this three-part system. Such planning must also provide for the most efficient use of management, staff, and resources.

Curriculum planning for any instructional program begins with the establishment of objectives to be achieved. An objective may be as general as, "to reach all 3-, 4-,

and 5-year-old children with an effective instructional program," or "to effect a coordinated program of home and classroom-oriented instruction."

Objectives may also be stated in behavioral terms as outcomes to be achieved in child performance. The more general objectives are reflected throughout this series of seven HOPE implementation publications. Specific behavioral objectives for HOPE are included in the Curriculum Planning Guide.

Before objectives can be established, however, learning and development needs of children must be identified. The needs assessment for the HOPE Program conducted with farm and non-farm Appalachian children revealed a pattern of cultural diversity rather than uniform cognitive-intellectual deficiencies.[1] On a global index such as the Stanford-Binet Intelligence Test, the performance of children was generally adequate. However, there were apparent deficits involving verbal tasks and symbolic representation. Also, there were indications that these deficiencies become increasingly pronounced as the child grows older.

This needs assessment and a comprehensive study of the early childhood literature provided the guidelines necessary to establish HOPE objectives. Preschool research projects and curriculum programs were studied to locate content and instructional techniques for use with HOPE.

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[1]Frank H. Hooper and William H. Marshall, The Initial Phase of a Preschool Development Project (Morgantown: West Virginia University, 1968).

Literature from each of the research projects emphasized different learning areas, different choices of cognitive models, and varied assumptions about skills which should have highest priority in preschool programs. The behavioral objectives established for HOPE represent the consensus of the Appalachia Educational Laboratory staff and consultants.

Based on this consensus, HOPE curriculum objectives were selected and grouped as follows: orienting and attending skills, psychomotor, language, cognition, and affect. The categories are not mutually exclusive; similar objectives may appear under several headings.

Since helping the parent learn to help the child learn is a major thrust of HOPE, a list of objectives for parents has also been developed. These focus on the parents' role in helping the child develop self-identity, feelings of adequacy, relationships with others, and awareness of and effective interaction with his environment.

All these objectives are detailed in the Curriculum Planning Guide.

Some general principles for curriculum planning

Recognition of the following general principles is important in early childhood education curriculum planning:

Assessing basal behavior--formal and informal testing procedures and observations are used to diagnose the child's competence in skills that are prerequisites to given behavior.

Immediate feedback--the assumption here is that a child is most interested in knowing the correctness of a response immediately after he has made it. To capitalize on this within a learning experience, the child should receive immediate and continual feedback as to the correctness of his responses.

Active involvement-- the structuring of activities so the child performs a task himself instead of merely seeing a demonstration or hearing a description of how to perform a task. Since the television teacher cannot receive immediate feedback from individual children, time must be allotted for response, and the nature of the response must be anticipated. For example, the child watching a mouse and squirrel during the television lesson may be asked to tell how the animals differ. After an appropriate pause, the teacher could ask, "Did you notice how thick the tail on the squirrel was and how thin the tail on the mouse was?"

Progression at one's own rate of speed--here no attempt is made to force a child to move beyond his capacity for understanding and performance. This principle is related to the principle of assessing basal behavior. Provision must be made for the child to progress through successively more difficult tasks at his own rate of speed.

For an in-depth discussion of the home-oriented curriculum see the Curriculum Planning Guide and the Materials Preparation Guide.

Putting The Program Together

The work done prior to program implementation will determine to a great degree the success of the HOPE Program. The field director is responsible for program readiness activities. These activities include the recruitment and selection of staff, staff orientation, and pre-training.

Children and staff numerical requirements

The field team consists of mobile classroom teachers and aides, paraprofessional home visitors, and the field director and his staff. Planning for personnel requirements is based on units of 150 children since there is a direct relationship between the number of children to be served and the number of personnel to be employed.

It is evident that the field director will not be functioning in a vacuum. The recruitment and selection procedures for staffing the program at the local level must be conducted according to local regulations.

First, it is necessary to estimate the total number of 3-, 4-, and 5-year-olds in the target population. The initial estimate can be made in one of three ways:

- A gross estimate can be made by determining the number of new first grade children who were enrolled in all schools serving the area at the beginning of the previous school year, and then multiplying that figure by three.

- A more exact estimate can be made by consulting census figures or other relevant data.

- The most exact data can be obtained by a door-to-door survey.

To determine the probable number of children who will enroll in the program, further calculations are required. Some children, particularly in the age 5 group, may be enrolled in existing preschool programs. This number can be obtained from the directors of those programs and subtracted from the total target population figure. Experience in the field test has indicated that, by parental choice, about 5 per cent of the eligible children fail to enroll. Thus, a further reduction can be calculated. The resulting figure will be a close approximation of the anticipated enrollment. The formula can be applied in two steps as follows:

Step 1: Estimate of total target population minus number enrolled in other programs equals number eligible

Step 2: Number eligible minus 5 per cent equals approximate number of HOPE enrollees

Each unit of 150 children requires

- one mobile classroom teacher
- one paraprofessional classroom aide
- four home visitors

The teacher and aide conduct an average of two sessions per day with 15 children each (see Handbook for Mobile Classroom Teachers and Aides).

The home visitors each visit an average of 30 homes per week. They work with approximately 35 children since some homes have more than one child enrolled in the program (see Home Visitor's Handbook).

The field office staff includes a field director, an assistant field director (depending upon program size), and a secretary. In programs where both positions can be offered, either the director or assistant director should be a specialist in early childhood education. If only one position is provided, specialized knowledge in early childhood education should be required. The field office staff administers a maximum of 16 units (150 children each). A smaller number of units is preferable. The field director should be the first member of the team hired since the director has responsibility for the formation of the total team.

The major factor pertaining to staffing is that the aims and goals of the program must be kept foremost in

the minds of the decision-makers and that only those individuals be hired who can reach the program objectives. It must be recognized that working with very young children requires certain basic characteristics. The responsibilities that this staff will have in representing the governing body, in working in the homes, and in shaping the development of young children, is a responsibility of the greatest magnitude. Therefore, in-depth screening and evaluation of all applicants is imperative.

The following job descriptions are provided to give direction for staffing.

Mobile Classroom teacher

Qualifications The mobile classroom teacher should have a minimum of a college degree. Work at the master's degree level or beyond is desirable. Teaching experience at the primary or preschool level is also an asset, although applicants should be considered according to their training credentials. Essential personal characteristics include good physical condition; energetic disposition; an educational philosophy that goes along with the philosophy of this program; willingness to assume responsibility and provide leadership to the Mobile Classroom-Home Unit Team; and a commitment to working with other staff members, children, and parents to make the program succeed.

Job description The mobile classroom teacher

- provides general leadership to the Mobile Classroom-Home Unit Team

- prepares lessons for mobile classroom use, based upon the objectives and materials supplied by the Materials Production Team

- instructs children in the mobile classroom

- documents the effectiveness of the mobile classroom lessons and makes recommendations for future lessons

- shares in the driving and maintenance of the mobile classroom

- maintains appropriate records, such as attendance and progress accounts for children and mileage records for vehicle

- procures supplies and teaching equipment for the mobile classroom (including art materials, books, toys, and food for snacks) according to procedures established by the field director.

- helps schedule children for appropriate mobile classroom sessions

- supervises activities of the mobile classroom teacher's aide

- makes suggestions to home visitors on types of learning which may need home reinforcement

Mobile Classroom aide

Qualifications The mobile classroom aide should be able to take over for the regular teacher when necessary. No level of formal academic training is required for this role, but a high school diploma or the equivalent is recommended. The major consideration is that the person is willing to be trained and possesses the same personal characteristics as the mobile classroom teacher.

Job description The mobile classroom aide directs or assists with group activities as instructed by the teacher, conducts activities with individual children as directed by the teacher, assists in preparing classroom materials, prepares and serves a snack during each session, shares in driving the mobile classroom, and performs other job-related activities as directed by the teacher.

Home visitor

Qualifications The home visitor should be a high school graduate or the equivalent. The home visitor must get along well with the community, children, and parents. It is important to remember that the visitor going into the home represents the governing body and the HOPE Program. Since direct supervision is impossible, this person should be able to work independently. Procedures for evaluating the visitor's overall performance are built into the feedback system.

Job description The home visitor assists the parent in developing effective ways to help the child, involves the parent as an active participant on the unit team, sustains the interest and participation of both parent and child, extends and reinforces the child's

learning in accordance with objectives for the total program, gains insight into the individual learning needs of each child which can be communicated to other members of the team as a basis for planning lessons and activities increasingly home-oriented, and supports the parent, as needed, with referrals to other agencies or resources which can contribute to the child's total well-being.

Secretary

Qualifications The secretary should be a high school graduate or the equivalent and have additional training. Due to the scope of this program's operation, it is recommended that the secretary have at least two years of experience in a responsible secretarial position. The secretary should know shorthand, typing, filing, and bookkeeping. Since the field director will be working on-site much of the time, the secretary will need to have the confidence and willingness to assume responsibility for office management as outlined by the field director. The secretary cannot depend upon the field director for constant supervision.

Job description The secretary will be responsible for keeping the personnel records up-to-date; recording staff absences; filing; typing of reports, letters, etc.; assisting field director with fiscal affairs; and assisting the field director with the other office tasks resulting from program operation.

The procedures for program staffing should be well-defined and communicated to the public. Criteria for selection should be explained to all applicants. The

results of each interview should be recorded and a file kept for reference when openings occur. All applicants should be dealt with openly and decisions made as rapidly as possible to begin program operations.

Sources of applicants include the local school system, the state employment services, and private employment services.

Operating the Program

Throughout this document the leadership responsibilities of the field director have either been stated directly or implied. The purpose of this section is to cover the gamut of administrative and supervisory responsibilities of the field director and to refer to the other documents which, as a package, provide direction for total program operation. The approach taken in this section is to identify what the field director must do to implement the program. Only in those instances in which the administrative or supervisory tasks are unique to this program is the question of how addressed. For example, the field director will have to interview staff. But it is assumed that a person meeting the job description set forth for the field director will know how to interview and how to staff a program; therefore, no step-by-step interview techniques and procedures are presented. The field director must apply the job descriptions to staff selections. However, in an area such as student recruitment, which merits special consideration because of the field test experiences, a step-by-step process is outlined.

The person selected as field director needs to recognize that the Field Team must function as an integrated part of a larger organization. The organization which hires the director will have established policies, procedures, and regulations, to which this program operation must adhere. It is imperative, then, that the field director become thoroughly familiar with these governing documents. Rather than having to create purchasing procedures, leave policies, referral procedures, staff procedures, accounting and bookkeeping systems, etc., it should be possible to extend existing provisions to this new program.

Field Director's administrative responsibilities

The field director's administrative responsibilities encompass facility acquisition; staffing, procedures for staff orientation and training; mobile classroom acquisition, readiness, maintenance, and scheduling; locating and enrolling the children; providing for parent orientation and involvement; setting up personnel policies and procedures; arranging business procedures; coordinating activities with Materials Production Center; implementing systematic planning procedures; scheduling program training activities for parents and staff; operating a referral system; and overseeing the communication-quality control feedback system.

Administrative duties for facility acquisition include

(1) evaluating alternative sites in relation to minimum needs, (2) determining lease cost per square foot of space (if applicable), (3) checking legality of lease arrangement within structure of governing body, and (4) making provision for facility maintenance in lease.

Considerations for staffing include

(1) determining total staffing need, (2) identifying recruitment procedures within the framework of the governing body, (3) advertising available positions, (4) projecting project phasing-in of staff (especially if there are several Mobile Classroom - Home Visitor Units) in order to allow for the most effective staff training sessions (see Personnel Training Guide), (5) interviewing staff, (6) making selections consistent with job descriptions, and (7) assigning units to territories.

Determining procedures for staff orientation and training involves

(1) preparing staff policies and procedures statements which summarize applicable governing body regulations, (2) developing a strategy (detailed calendar of events) to implement staff orientation, pre-service, and inservice as described in the Personnel Training Guide, (3) using consultative services or technical assistance as needed, and (4) using staff expertise to promote internal professional growth and leadership.

Administrative responsibilities for mobile classroom acquisition, readiness, maintenance and scheduling include

(1) determining number of units and specifications, (2) using standard bid procedures based on detailed specifications, (3) allowing six months between accepting bids and delivery date, (4) determining needs and ordering standard supplies for the mobile classroom, (5) establishing standard procedures for maintenance--including individual responsibilities of teachers and aides pertaining to operation and up-keep (see Handbook for Mobile Classroom Teachers and Aides), (6) assigning units to territory, (7) coordinating the teacher and aide and the home

visitors in the scheduling of the mobile classroom sessions (see Handbook for Mobile Classroom Teachers and Aides), (8) directing the unit to prepare a planning map marked to show the location of the homes of children, (9) considering in scheduling such factors as age, composition of each class, time required to reach the mobile classroom station and set up the unit, broadcast time of the television component, and local school schedules, (10) giving particular consideration to the needs of the 3-year-old participants-afternoon naps, travel time, etc.--to the degree possible, (11) allowing 15 minutes to set up mobile classroom after it has reached its destination, (12) allowing a half-hour between sessions when the classroom is not moved to a new site, (13) allowing a minimum of half an hour between mobile classroom period and broadcast of television lesson so the children have time to return home, (14) considering the daily schedule and yearly calendar of the local school district so parents can provide transportation for preschool children without conflicting responsibilities for school age children, and (15) considering that due to the allowances which must be made for travel time, weather conditions, preparation of the mobile classroom at each station, etc., it is not feasible to schedule more than two mobile classroom sessions per day.

Procedures for locating and enrolling the children include:

(1) dividing the area among the home visitors so that each will have a minimum distance to travel, (2) taking care in drawing the boundary lines of each section to avoid duplication of visits, (3) having the home visitors to inquire at churches and schools to see if addresses of young children are available, (4) instructing the home visitors to inquire at each stop about other families nearby who have young children, (5) having the home visitors

determine if the homes in which they visit are equipped with a television set and if it receives the channel on which the HOPE lessons will be broadcast, (6) having the home visitors record the name, birthdate, and sex of each child for central filing, (7) establishing procedures through which parents can learn about the total program--brochures and articles will be available for this purpose, (8) checking to see if the program has been reported in local newspapers, and if so, that parents are supplied copies, (9) requesting that the superintendent of the school district prepare a letter introducing the home visitors to the parents, (10) suggesting that the home visitors encourage neighbors to talk to each other and let parents know of others in the community whose children are enrolled, (11) instructing home visitors to leave a telephone number where parents can call them and/or the field office and get telephone numbers of parents so that information can be exchanged as the program is being organized.

Administrative considerations for personnel policies and procedures--travel forms, sick leave forms, mileage reports, etc.--include

(1) working with the local governing agency to determine standard procedures for documentation of travel, leave reporting (sick and annual), and mileage reports, etc. (If procedures already exist and forms are available adopt those for the operation of this program.), (2) adopting specific personnel procedures and policies if the program is regional, with the governing agency a composite of multi-districts, (3) establishing a routing system for leave approval, arrangements for substitutes, notification of change in schedules due to illness or travel, etc., (4) establishing staff performance assessment procedures including evaluative criteria consistent with job descriptions, and (5) establishing a

centralized filing system to include file for each employee. Information would include training record (including on-the-job training), job assessment records, and HOPE performance assessment.

Business procedures--purchasing, reimbursements, bookkeeping, etc.--include

(1) working with local governing agency, to determine standard, established procedures for purchasing, reimbursements, bookkeeping, and other business operations; where procedures already exist and forms are available adopt those for the operation of this program, (2) adopting specific business procedures and policies if the program is regional with the governing agency a composite of multi-districts, (3) establishing an internal system for resource acquisition--from notation of original request through the delivery of the item to the user. (Make sure that every staff member is aware of these procedures and their role in the system. See Personnel Training Guide), (4) establishing procedures for all reimbursements to staff for programs related to travel and other allowable expenses within program policies, making sure that every staff member is aware of these policies and what constitutes a reimbursable expense, (5) establishing a records system according to sound bookkeeping and accounting practices, and (6) reaching an agreement with governing agency as to reporting expectancies pertaining to fiscal affairs.

Duties relating to provisions for parent orienting and involvement include

(1) developing schedule consistent with the parent orientation and involvement in program as projected in the Personnel Training Guide, and (2) coordinating teacher, aide, home visitors, and parent activities as

they pertain to the implementation of the communication-quality control feedback system. Other considerations may be appropriate, depending upon local situation and philosophies of the governing agency.

Considerations for coordination with Materials Production Center include

(1) providing enough interchange with the Materials Production staff to facilitate an understanding of mutual expectations, (2) providing the Materials Production Center the information needed to ensure materials delivery that will meet the needs of the Field Team, and (3) implementing the feedback system from Field Team to Materials Production Team.

Administrative responsibilities for implementing systematic planning procedures include

(1) projecting a calendar of events applicable to the local program based on the tasks identified in this document, initially concentrating on preparing a schedule of activities only for the field director, (2) acquainting staff with planning procedures, (3) using these procedures as a basis for total staff operation, e.g., projection of daily operations, checkpoints toward achieving objectives, staff production, and internal quality control, and (4) communicating to the staff their responsibilities and the field director's expectations in regard to the planning procedures. (See Personnel Training Guide.)

Administrative functions in scheduling program training activities for parents and staff include

(1) preparing a calendar of events for implementing the program training activities for parents and staff, (2) projecting locations for training sessions, persons to be

involved, and related mechanical details, and (3) implementing the program consistent with the intent and purposes projected in the Personnel Training Guide.

Administrative considerations for implementation of a referral system include

(1) learning about and establishing liaison with the various health and welfare agencies, as well as with other community resources, to coordinate resources with the needs of the students, (2) preparing a composite list of available resources, including a designated contact person to maximize efficiency of operation and use of the services, (3) establishing procedures for initiating referrals and providing directions for the staff, so they can know their role in the referral system, and (4) providing necessary directions to staff so they become proficient in recognizing signs of serious problems and attempting to instill in the staff the desire to be on the alert for such signals. (See Handbook For Mobile Classroom Teachers and Aides and Home Visitor's Handbook.)

Administrative considerations for implementation of the communication-quality control feedback system are discussed in the next chapter.

Staff orientation and pre-training

Each team member in Home-Oriented Preschool Education fills a specific role in the coordinated provision of services to the preschool child. The training of staff members for their individual roles, for the coordination of their efforts, and for the continuing development of their proficiency is prerequisite to the program success. Both training before the program begins and regularly scheduled training during the program term are necessary. The HOPE handbooks and guides have been prepared to assist in all

staff personnel training. The design for preservice training provides for both those training needs which are common to all staff members and those which are specific to the roles of individual team members.

Use of handbooks and guides

The full set of HOPE handbooks and guides includes

- *Program Overview and Requirements*
- *Field Director's Manual*
- *Handbook for Mobile Classroom Teachers and Aides*
- *Home Visitor's Handbook*
- *Personnel Training Guide*
- *Curriculum Planning Guide*
- *Materials Preparation Guide*

The field director will have a complete set of handbooks, guides, and manuals. Other members of the HOPE team will need those documents which pertain to their own roles. Following is a suggested staff distribution list:

Field Director: a complete set

Curriculum Assistant: Field Director's Manual, Curriculum Planning Guide, Handbook for Mobile Classroom Teachers and Aides, Home Visitor's Handbook, and Personnel Training Guide.

Mobile Classroom Teacher: Handbook for Mobile Classroom Teachers and Aides and Curriculum Planning Guide

Mobile Classroom Aide: Handbook for Mobile Classroom Teachers and Aides

Home Visitors: Home Visitor's Handbook

Materials Production Team: Materials Production Guide and Curriculum Planning Guide (A complete set of handbooks and guides should be available to this team for reference.)

In the sponsoring school district(s) the superintendent and staff members responsible for the program should have copies of the HOPE Program Overview and Requirements and access to the other documents in the field office.

The manuals and guides enable the field director to engage in extensive self-training prior to beginning the training sessions for the Field Team staff. They provide a basis for the development of the pre-training program and serve as guides for the continuing inservice sessions.

Participants in staff training

Training will be required for each team, but since the location and alignment of the Materials Production Team will vary, responsibility for training its members will rest with the sponsoring agency (state education agency, regional cooperative board, etc.). Technicians on this team will require only an orientation to the program purposes and the operational schedule which applies to them. Other members of the Materials Production Team will require pre-training and continuing inservice, using the Curriculum Planning Guide and Materials Production Guide, with frequent references to the Handbook for Mobile Classroom Teachers and Aides and the

Home Visitor's Handbook. Whenever possible, curriculum specialists, script writers, and on-camera personnel should share in some inservice sessions to achieve better coordination with the Field Team.

Since the field director is responsible for providing pre-training and continuing inservice training for members of the Field Team, this person needs to have a good understanding of the total program and be very familiar with the HOPE handbooks, manuals, and guides. The Program Overview provides a general introduction to the program and serves as a guide for operational responsibilities. The field director also needs to review the Materials Production Guide to understand the team relationships, fulfill the liaison and communications functions, and be able to interpret the total program to the other staff members, school district personnel, parents, and the general public. The Curriculum Planning Guide undergirds the efforts of each team and of the individual team members. To coordinate its use to the best purpose, the field director will need to become thoroughly familiar with the guide. The Handbook for Mobile Classroom Teachers and Aides and the Home Visitor's Handbook provides an understanding of the needs and responsibilities of staff members. The Personnel Training Guide suggests a design for both pre-training and continuing inservice for all Field Team members.

Pre-training and continuing inservice training should be provided for mobile classroom teachers, aides, and home visitors. Since parents play a major role in the home-oriented program, they should have maximum training opportunities to gain a full understanding of the program and of their roles.

Ten days of pre-training for the Field Team are recommended. This allows three days for program orientation and attention to those topics of common concern to all staff personnel and parents, three days for study of individual roles and related techniques, three days for program planning and preparation, and one day for coordination activities and team procedural clarifications.

If participants have been identified before the pre-training sessions start, parents should participate in the pre-training program with the total staff during the first three days. Even when participants have not been identified, interested parents may be invited to attend the first three days of program orientation. Districts which can provide more extensive training for parents may schedule two additional days during the first week; extend the program through the second week, allowing time for interaction sessions with home visitors; or schedule only half-day parent sessions during the second program week. A suggested pre-training schedule is included in the Personnel Training Guide.

During the first three days of the pre-training sessions, all staff members and parents should receive a thorough orientation to the HOPE program, the relationships among staff teams and individual team members, the communication and feedback system, the role of parents, the characteristics of preschool children, the goals , curriculum, lesson plans, and activity materials. Sample television lessons should be viewed and discussed during this portion of the pre-training program. Handbooks and guides should be distributed, and participants should have opportunities tostudy the introductory sections and discuss them in small groups. In districts which will operate multiple mobile classroom units, both large and small group activities should be planned for the introductory sessions. Careful organization of workshop participants

into small groups will make it possible to have some job-alike groups and some cross-section groups, depending on the discussion or activity purposes.

Presentation of topics may be made by the field director, curriculum assistant, members of the sponsoring district staff, representatives of the state education agency, or external consultants contracted for the purpose, depending upon the local capabilities and the number of participants.

It will be particularly important for administrative and supervisory staff members from the sponsoring district to provide leadership in the pre-training program. HOPE should be identified as a part of the district's total school program from the beginning, and this identity should be evident throughout the preparatory activities, pre-training workshops, and continuing conduct of the program.

For in-depth presentation of recommended activities, see Personnel Training Guide.

Communication-Quality Control System

The Materials Production Team is responsbile for directing the planning and production of all materials for the Home-Oriented Preschool Education Program. The Field Team uses these materials as the basis for their interaction with the children and parents. Each item included in the television lesson, the Parents' Guide, Home Visitor's Activities, or the Mobile Classroom Instructional Guide is based on the predetermined set of goals and objectives as outlined in the Curriculum Planning Guide.

A key factor in the continuous successful operation of this program is the ongoing production of quality materials. How is quality to be maintained? Through what processes will the production of quality materials be facilitated? These are questions which must be answered to ensure that a gap does not exist between what is known and what is being implemented.

The communication-quality control system which is integrated into the HOPE implementation process is designed to maximize program effectiveness--the impact

on the child and parent. This system is a part of both staff personnel and parent training, and each team member has specific responsibilities in the exchange of data upon which the continuing program development is based. (See Personnel Training Guide.)

Built into this system is the unique linkage between the home environment and the formal instruction of the mobile classroom. The home visitor, as a liaison agent between the two, provides input into the plans for classroom activities from the home contacts and relates the home instruction to the classroom.

Information generated from the operational level is used as input for the planning process. Questions such as the following can be generated in the production center and answered through data collected in the field operation:

What types of questions and techniques of questioning are most effective in eliciting verbal responses?

What is the optimum number of questions that should be asked in a given time interval, given a specific purpose?

What types of music and songs are most effective in getting viewers to dance and sing?

What techniques are most likely to get viewers to recognize the sounds of letters in words and to acquire given cognitive skills?

What camera techniques, types of animation, and method of monologue are best in eliciting the desired effect on the viewer?

What are the optimum lengths of various activities in terms of achieving given objectives?

What types of stories should be used and what types of presentations are most effective in maintaining interest?

It is the responsibility of the management of the Materials Production Team to establish the arrangements for implementing the communication-quality control system from the Field Team(s) to the materials production operation. This system represents a continuing management requirement throughout the operational life of the Materials Production Team with the field coordinator being responsible for system operations.

For a presentation of the model depicting the process through which the Materials Production Team will receive information from the field operation, projected techniques to be used in collecting information, and a description of how the Materials Production Team will use the information, see Materials Preparation Guide, p. 47.

The Materials Production Team, to have a basis for content additions, deletions, or revisions, must have available feedback from each of the three components: (1) the daily television program and related materials, (2) the home visitors, and (3) the mobile classroom.

Staff of the Materials Production Team is responsible for selecting the objectives to be presented on the television programs and in the materials taken into the homes by the home visitor. The objectives for each

week are divided into (1) orienting and attending skills, (2) cognitive, (3) language, (4) psychomotor activity, and (5) affect. Every two weeks the field coordinator selects a sample of these objectives and creates a short quiz. The home visitors administer this quiz to a representative sample of eight to ten children each. Membership in the sample is changed every two weeks so that all subjects in the program take about the same number of quizzes during the year.

The field coordinator compiles the data and interprets the results when the quizzes are returned five days later. The sample is broken down into groups according to age and sex. The percentages of subjects in each group answering each item correctly are sent to the Materials Production Team along with any special relationships or misconceptions that the field director may notice.

The members of the Materials Production Team use this information to help make decisions on what content should be emphasized, reviewed, or presented in a different manner in future programs and sets of materials.

It is the responsibility of the local school district(s) or the governing agency to determine the standardized testing program. The test data that is generated at the local level is essential to the Materials Production Team in making program decisions. Information about standardized tests is presented in the Materials Preparation Guide to provide the local governing agency with an appropriate frame of reference for making decisions about testing.

The field director is responsible for applying the directions of the field coordinator to program operations. This includes conducting training sessions with the field unit(s) so that each staff member understands the purposes of the communication-feedback system and knows what is expected in relation to the system. Also, the field director needs to establish procedures that will serve as an alert to any problems in the system and ensure that this phase of the operation meets the expectancies projected by the field coordinator. (See Materials Preparation Guide and Personnel Training Guide for a complete discussion of the system and related training activities.)

To summarize, the communication-quality control system generates information from the field operations, thereby providing the Materials Production Team with a basis for making program decisions. The field director is responsible for implementing, through the staff, the activities at the operational level necessary to generate the information. The field coordinator provides direction to the field director in the system implementation. In this arrangement the field director functions in a support role to the field coordinator and Materials Production Team in collecting the information necessary for continuing program quality control and improvement. In turn, the field coordinator and Materials Production Team support the field operations as they cycle this information into their decisions on content and techniques, resulting in improved program lessons and materials for the home-oriented program.

Appendices

SPECIFICATIONS FOR MOBILE CLASSROOM
Appalachia Educational Laboratory

This suggested format covers the items considered important to include in a list of specifications. They can be adapted to suit the needs of a particular Field Team.

Scope--These specifications shall cover the assembly, fabrication, furnishing, and equipping of a mobile classroom for use in a program of preschool education.

General--The mobile classroom described by these specifications and illustrated by the attached drawings shall be a self-propelled, one-piece unit suitable for travel on the highways of the Appalachia Region of the United States. The unit shall be designed substantially in accordance with these specifications and attached drawings and be of the quality and type specified, or equal. The unit shall be constructed of first grade quality material throughout and be designed to afford proper weight distribution, good riding and handling qualities, adequate strength and rigidity and be engineered above and beyond normal portable structure building requirements. Workmanship shall conform to the highest standards of the custom body trade and take into account ease of care and maintenance. The completed unit shall provide an attractive well designed interior and exterior.

A. Chassis and Cab Unit
   1. Model, Dodge P 375 or PO 1600 International
   2. Engine, Dodge 318 cu. in., 202 BHP high torque V-8, BG 265 cu. in., 150 HP International
   3. Matched automatic transmission
   4. Extra heavy duty vacuum-hydraulic power brakes
   5. Rear axle anti-spin differential
   6. Power steering
   7. Standard equipment
      a. positive crankcase vent system
      b. alternator
      c. heavy duty shock absorbers
      d. fire extinguisher
      e. first aid kit
      f. heater with defroster
      g. fresh air intakes
      h. lights, highway, tail clearance, dome back-up, and 4-way flasher directional to meet I.C.C. regulations
      i. mirrors, 2 outside, 1 inside, rear view
      j. mud flaps
      k. operator's manual
      l. seat belts, right and left
      m. sun visors, right and left
      n. windshield wipers, heavy duty electric, with washer
      o. tinted safety glass
      p. spare tire carrier

B. Classroom Unit
   1. Demountable unit capable of being transferred to new chassis
   2. Dimensions
      Interior width - not less than 7'
      Interior height - not less than 6' 4"

Interior length - not less than 21'

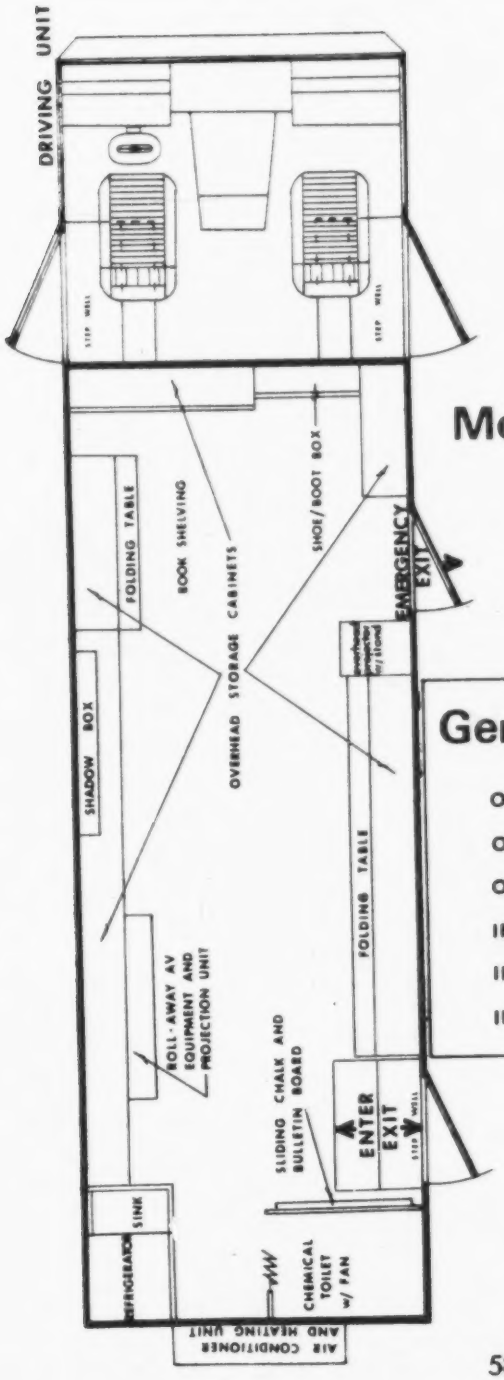
3. Construction
   a. unitized shell construction
   b. exterior walls of 1/4" plywood bonded with aluminum
   c. interior walls of 1/4" paneling
   d. roof of 2" x 6" rafters covered with 3/8" exterior plywood decked with polypropeline fabric and polyester resin
   e. ceiling of acoustical tile
   f. floor 2" x 8" joists covered with subfloor and floor of not less than one inch total thickness and covered with top grade heavy duty commercial carpeting; underside of joists covered with water resistant material
   g. walls, ceiling, and floor shall be insulated with commercial building insulation and vapor barrier
   h. two doors not less than 32" x 76", aluminum cover, equipped with panic hardware, safety glass windows, and appropriate steps and handrails
   i. aluminum gutters and corner trim
4. Built-in units and facilities
   a. heating/cooling pump rated at 70 degrees at a minus 10 degree outdoor temperature and equipped with interior thermostat, with five-year guarantee on parts and labor
   b. monomatic toilet
   c. kitchen unit with monitor 2.4 cu. foot compressor-type refrigerator, cooking unit, and sink
   d. water supply, not less than 20 gallons
   e. power supply cable of 50 ft. with standard connection, three #2 wires and equipment ground, 110/220 volt with automatic reel

f. interior wiring sufficient for all equipment and facilities, including appropriate circuit breakers
g. interior lighting sufficient to provide 100 ft. candles at desk height
h. exterior lights, clearance and exit, to meet I.C.C. regulations
i. cabinets, shelves, and racks, generally as shown in attached drawings
j. pella door to bathroom
k. exhaust fan with switch
l. shadow box lighted for showing or featuring special pictures, scenes, etc.

5. General design and layout to be in accordance with attached drawings

C. Classroom Furnishings and Equipment
1. Furnishings and equipment securely attached to the classroom unit by either a permanent or semi-permanent means
2. Eight student chairs, preschool size, and two teacher's chairs
3. Audiovisual center (cabinet) approximately 48" wide, 43" high, and 18" deep sufficient for storing in semi-permanent mount one 16mm projector, one carousel projector, one record player, one tape recorder, and records, tapes, films, and supplies; audiovisual center cabinet semi-permanently attached to classroom unit to permit traverse to center floor of classroom
4. Equipment for audiovisual center
a. 1 Kodak Pageant AV-085 projector
b. 1 Wollensak 1520-A tape recorder
c. 1 Kodak Ektagraphic AV-303 carousel projector
d. 1 Newcomb AVT-25 record player

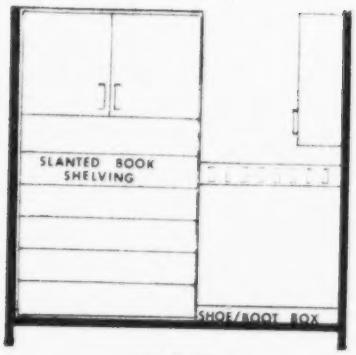
5. Special lighting unit
   A special purpose lighting unit which separates applied audio from the sound source of the tape recorder, record player, or microphone into component frequency beams. Output from the three or four channels to operate up to 150 watt color spotlights to play tunes in light in addition to sound by translating the volume, tones, and rhythm of speech or music into variations of color, hue, and brightness. System shall contain four adjustable spotlights, each to accommodate any variety of colored filters. Four basic color filters to be provided with system
6. Other equipment and furnishings
   a. 1 Wilson overhead projector
   b. 1 Hubbard CP 370 planetarium
   c. 1 electric clock
   d. 1 electric sweeper
   e. 3 cans of spray paint to match interior colors
   f. 1 projection screen 50" x 50" mounted as indicated in drawings
   g. 6 LTV-300-C headsets
   h. 1 sliding chalk/tack board
   i. 2 window shades



Mobile Classroom

General Dimensions

OVERALL WIDTH	8	FEET
OVERALL LENGTH	30	"
OVERALL HEIGHT	10	"
INTERIOR WIDTH	7½	"
INTERIOR LENGHT	22	"
INTERIOR HEIGHT	7½	"



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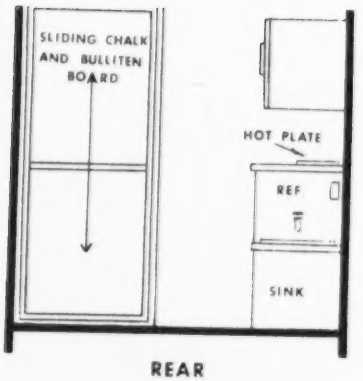
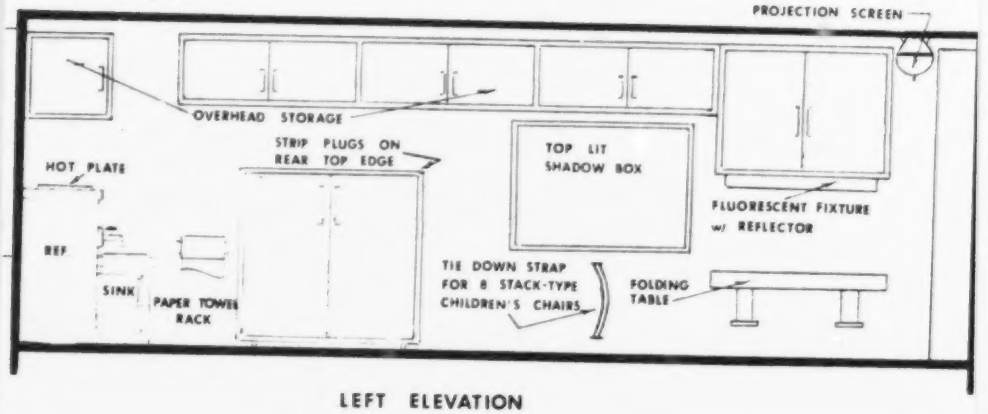
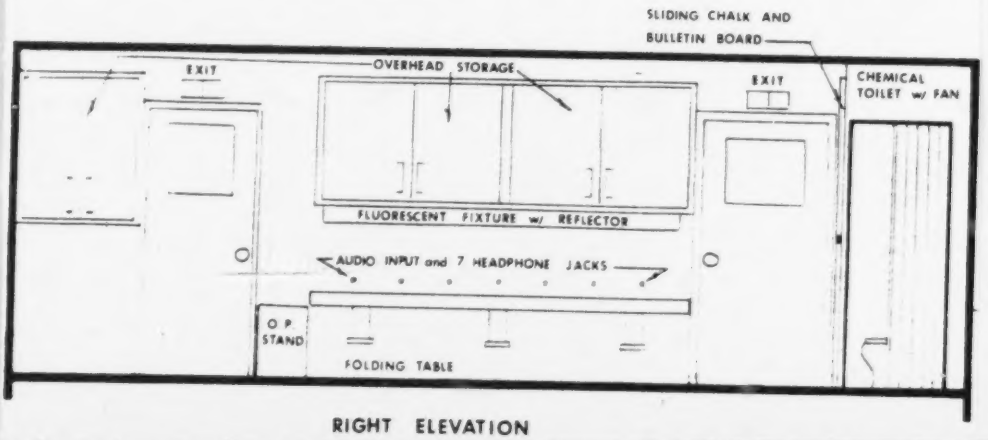


REAR



LEFT ELEVATION



RIGHT ELEVATION

The HOPE Development Staff

The following persons have made significant contributions to the development of the Home-Oriented Preschool Education Program. Two categories are recognized: Consultants--affiliated with other institutions while working with the Laboratory on a short-term basis; and Laboratory staff members--who have been full-time employees of Appalachia Educational Laboratory.

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*Deceased